

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Lesson 27: L-Family Blends • Part 1

MATERIALS

Letter page

Introducing L-Family Blends



10–15 minutes

Point to the word *flag* on the letter page as you read the word. Explain that the letters *f* and *l* blend together to make the sound at the beginning of the word *flag*.

Have the child repeat the sounds: /fl/. Point to the words at the bottom of the page and explain that they each begin with an l-family blend. Have the child tell you the first two letters of each word and say the sounds they stand for. Ask the child to sound out each word with you as you run your finger under each letter, holding all sounds except for stop sounds (/b/, /d/, /p/, /t/, /k/, and /g/). For example: /b/ /lll/ /ooo/ /t/, *blot*. Then have the child sound out each word on his/her own.

Picture cards

Write the blends in a row across a large sheet of chart paper: *bl, cl, fl, gl, pl, sl*. Lay the paper on the table. Name the pictures with the child: *blanket, block, clock, cloud, clown, flower, flute, flag, glass, globe, gloves, plane, plow, sled, slinky, slug*. Ask the child to lay each picture under the blend its name begins with.

Blend Words



5–8 minutes

Letter cards:
c, l, u, b;
Workmat

Line up the letter cards *c, l, u*, and *b* under the row of four boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of each letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word.

Letter cards

Repeat the process with the following words: *blot, flex, glad, plan, slip*. Give the child the letters needed to blend one word at a time.

Game cards;
Game boards

Place the game cards in a stack. Take turns drawing a card and reading the word. Each player whose board contains the blend that the word begins with should put an X or a counter over that blend. Help the child find the blend if he/she has difficulty. If a player has more than one of each blend on his/her game board, he/she can only cover one for each card read. The first person to cover their game board wins.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
give, home, look,
where

One at a time, read the new high frequency words to the child as you hold up the flash cards. Have the child look at each card and repeat the word. Then hold up each card, say the word, and spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the cards. Repeat several times, mixing up the cards each time.

Flash cards:
magic, planet

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Flash cards:
complete set

Read each review high frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 27: L-Family Blends • Part 2

MATERIALS

Letter page

Letter cards:
l, c, b, f, g, p,
s, a, u, i, o

Flash cards

Practice sheet

Decodable book:
Spy Club

Decodable book;
Take-home
practice sheet

Game cards;
Game boards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the blends and their sounds. Ask the child to say some words that start with each blend.

Give the child the letter cards. Say the following words, one at a time: *clap, blip, flop, glob, plug, slap*. Have the child repeat the sounds and find the letters to spell them. Then have him/her make the next word using the letter cards.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *plastic* in row 1 of the practice sheet. Tell the child that this word has a two-syllable pattern that he/she can learn to recognize. Point out the two consonants in the middle of the word. Explain that the word can be divided into syllables between the two consonants: *plas/tic*. Tell the child that the vowels in each syllable have short vowel sounds. Have the child run his/her finger under the letters in the first syllable as he/she says the sounds. Repeat with the second syllable. Then have the child say the whole word.

Have the child sound out the other words in row 1 as he/she runs his/her finger under the letters. Repeat with the words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask him/her to tell you what happened in the story. Ask how Cliff and Slim get back to their home and the spy club.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

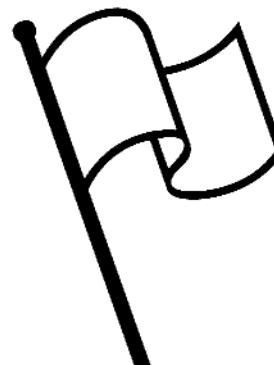
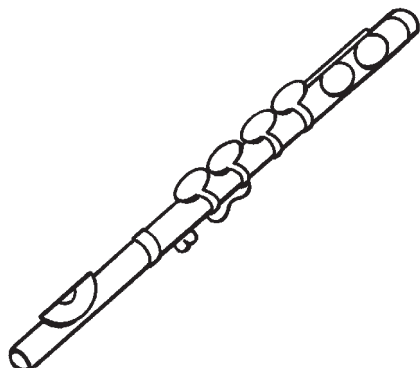
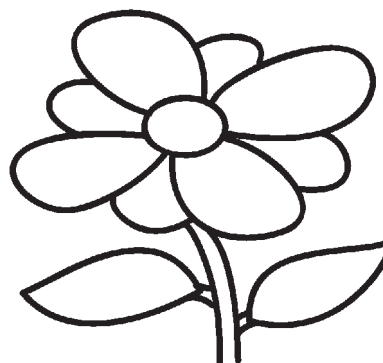
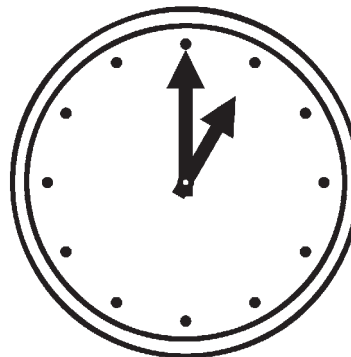
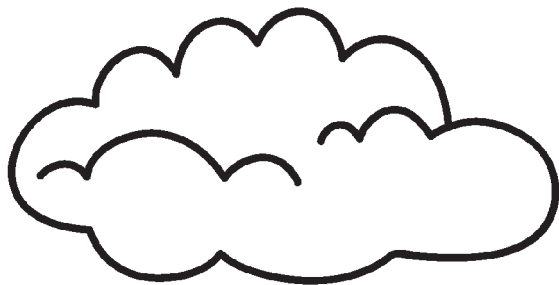
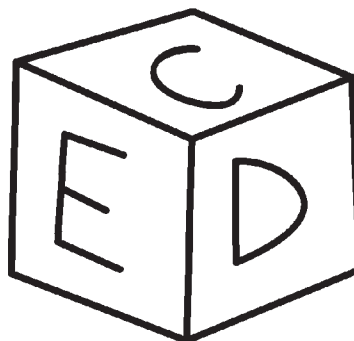
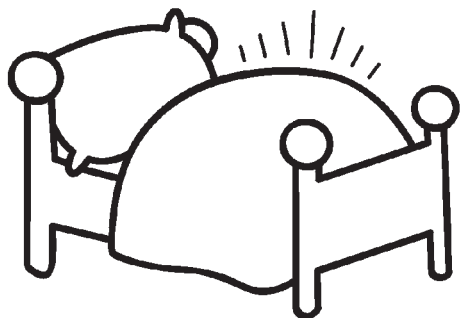
If time permits, play the game from Part 1 again.

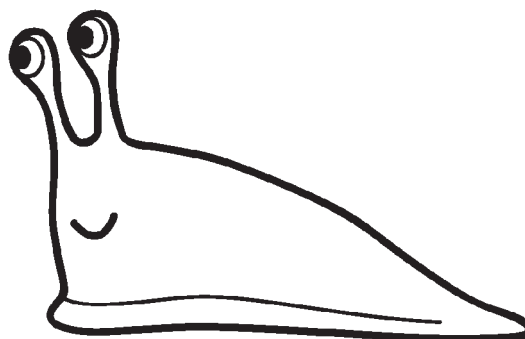
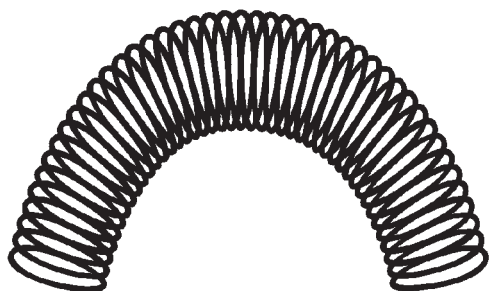
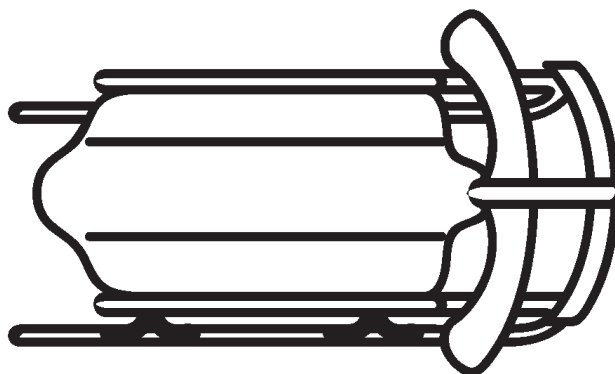
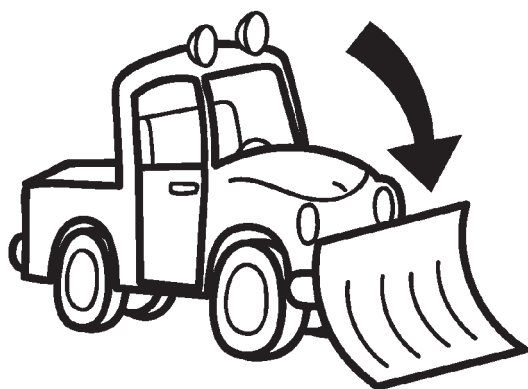
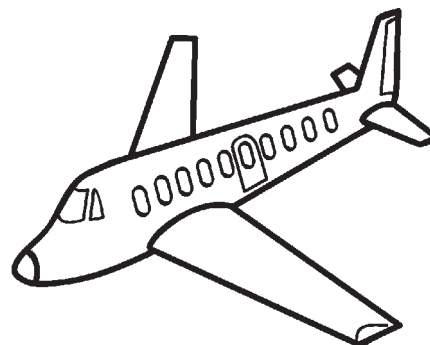
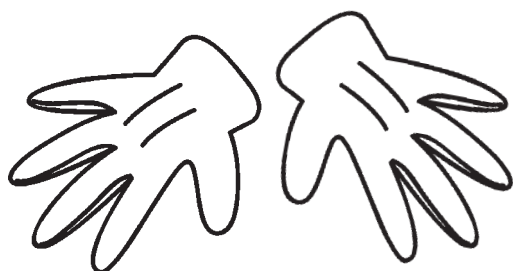
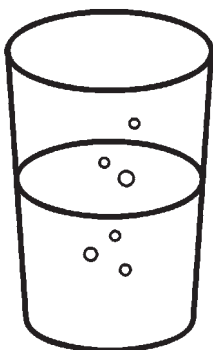
L-Family Blends



flag

blot **clap** **flat** **glad** **plum** **slid**







b	c	f	g	p
s	l	n	x	d
i	u	a	e	o
t				



blot

blip

blob

clan

plow

club

class

flip

flop

place

flat

glad

glob

slab

plan

slam

slot

slip

clip

plum

bl

cl

fl

pl

bl

sl

fl

gl

cl

sl

cl

gl

bl

pl

sl

sl

pl

fl

where

look

give

planet

magic

home

have

come

see

he

take

there

went

then

this

out

into

them

was

down

your

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	plan • club • slim • plot • plastic glad • clan • sled • flag
2 Reviewed words	Fred • trap • spy • best • fast sled • tripped • just • stepped
3 New h-f words	first • around • make • pull • when falls • home • where • give • look
4 Reviewed h-f words	come • take • your • have down • into • out • see • them then • there • was
5 Phrases	a plastic club flag on a sled a glad clan
6 Sentences	You plan to sled on a flag. The clan is in a club.

INSTRUCTIONS: Have the child say the name of each picture. Have him/her use the first line to write the blend he/she hears at the beginning of the picture name. Then have him/her use the second line to write another word that begins with the same blend.

